

COMPANY D
2ND MD. INFANTRY

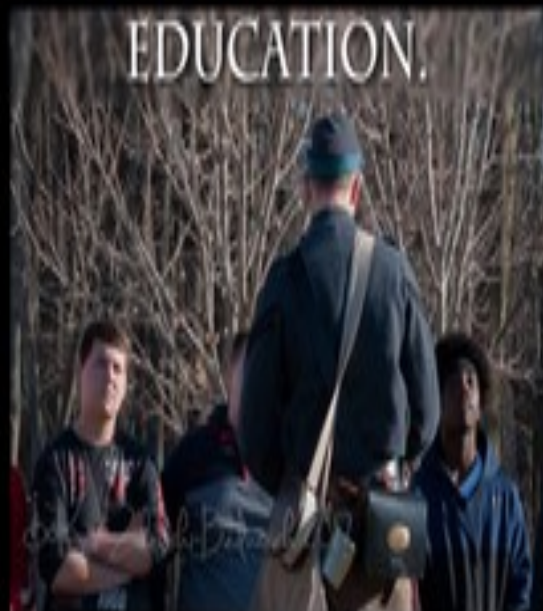


CADET PROGRAM

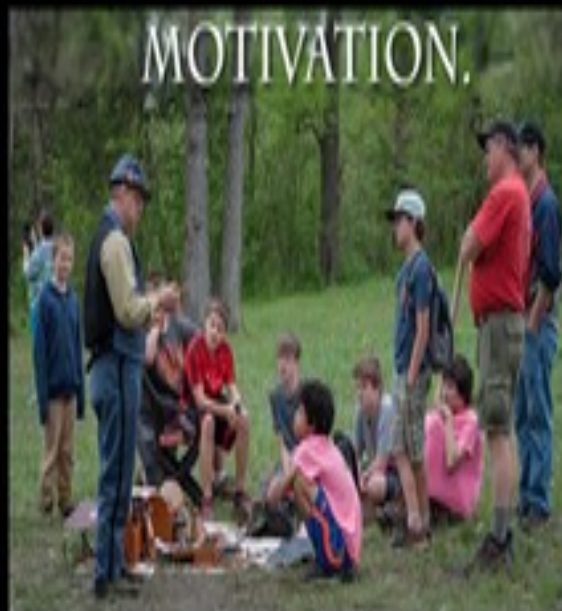
JOIN US IN 2018. NOW RECRUITING.



EDUCATION.



MOTIVATION.



PRESERVATION.



2nd Maryland Co. D
Cadet Program

Education, Motivation, Preservation
Curriculum
Year 1
February, 2018

Delcina Creswell, M.Ed.
Cadet Program Coordinator

Introduction & Program Overview

The concepts of education, motivation, and preservation drive our work as Company D Cadets.

To begin, our work is to remember our nation's history as accurately as possible by researching, reading, and investigating primary sources. Maryland's unique role in the Civil War is an important focus of our studies.

Secondly, our work as students of history is to find motivation in the actions of our ancestors. Motivation to save the past for the future. Motivation to help our fellow man. Motivation to make this world a better place for everyone.

Most importantly, our work is to preserve the gems of history for all to see, remember, enjoy, and learn about. From primary documents such as letters, photographs, and journals to original artifacts to battlefields and monuments our work is to save, share, and teach.

Our work will reveal to the Company D Cadets the influence history has on our daily lives and the importance of learning from history and preserving it for ourselves and future generations.

Enduring Understandings

People who live in different locations may have different values, goals, and lifestyles.

Decisions in the past influence the present.

Actions in the present influence the future.

Essential Questions

How did specific events of the Civil War affect the state of Maryland?

What role did geography play in Maryland's involvement the Civil War?

What impact did military leadership have on Maryland during the war?

How did the political actions of President Lincoln affect Maryland during the war?

MD State Standards

Social Studies

Grade 4 History:

5.0.C - CONFLICT BETWEEN IDEAS AND INSTITUTIONS

3. Analyze regional differences in the Civil War and its effects on people in Maryland

OBJECTIVES

1. Describe the economic interests in Maryland, such as agricultural v. industrial and slave v. non-slave
2. Explain why loyalties to the North and the South were divided in Maryland

Scope & Sequence

Union Mills

Lesson 1: Intro to MD History

- Geography (color code map)
- Perspectives (pov cards)
- Pratt St Riots & Habeas Corpus (reenactment)

Experience:

- Camp life
- Drill
- March

Benson Hammond House

Lesson 2: Battles of MD

- Locations (map matching)
- Antietam (stats; math graphing activity)
- 2nd Marylanders (trading cards)

Experience

- Set up a camp
- Drill
- Build a fire
- Pack a knapsack
- march

Pitzer's Woods

Lesson 3: Culp's Hill

- MD vs MD (Analyze Trioni painting & discuss)
- Gracie (quote & memorial activity)
- Paint rocks

Experience

- Drill
- Maintain camp
- Stand guard duty
- Hiking

Remembrance Day

Experience:

- Collect canned goods
- Watch parade

Victorian Christmas

Experience:

- Wrap boxes & signage for donations
- Distribute boxes to local businesses
- Christmas in Civil War Camp

Union Mills
Lesson 1: Intro to MD History

Geography

Enduring Understandings:

People who live in different locations may have different values, goals, and lifestyles.

Essential Questions:

What role did geography play in Maryland's involvement the Civil War?

MD State Standards:

Social Studies Grade 4 History:

5.0.C - Conflict between ideas and institutions

3. Analyze regional differences in the Civil War and its effects on people in Maryland

2. Explain why loyalties to the North and the South were divided in Maryland

Materials:

Crayons

Copies of blank 1854 maps

Activities:

1. Begin with a discussion about why the Southern states wanted to leave.

The Southern states were worried that as the USA got bigger, they would lose power. They wanted to have more power and make their own laws.

2. Talk about how the USA broke into parts based on which side they were on.

3. Color map according to Union, Confederate, & Border states.

Ask cadets what the other name for Union was (North) and so where do you think are those states located on the map?

Color in Union. Then ask cadets what the other name for the Confederates was (South) and so where do you think are those states located on the map?

4. Save the border states for last. Ask cadets why we haven't colored those states in yet - have them guess and talk until they come up with it because they are in between. Color those in.

5. Finally, explain that Maryland was really important to the Union because it surrounds the Union's capital and that must always be protected.

Assessment for Learning:

Cadets have created a map to accurately reflect the status of states during the Civil War.

Perspectives

Enduring Understandings:

People who live in different locations may have different values, goals, and lifestyles.

Essential Questions:

How did specific events of the Civil War affect the state of Maryland?

MD State Standards:

Social Studies Grade 4 History:

5.0.C - Conflict between ideas and institutions

3. Analyze regional differences in the Civil War and its effects on people in Maryland

1. Explain why loyalties to the North and the South were divided in Maryland

Materials:

Color swatch

Perspectives Cards/pictures

Lined paper

Drawing paper

pencils/crayons

Activities:

1. Talk about different points of view by showing cadets a color swatch and asking them to tell what color it is. Discuss that nobody is wrong - it's all about how they see it.
2. Next, have cadets view cards on perspectives on industry v. farming, states' rights, and expansion (in very simple terms). Ask cadets to take a side and say why. Discuss that nobody is wrong - it's all about how they see it.
3. Introduce that another thing that was important to the south was slavery and that they were afraid that the USA would abolish slavery.
4. Ask cadets to write or draw in response to the prompt: What would you want to have abolished in your life? Why? share

Assessment for Learning:

Response to prompt

Pratt St Riots & Suspension of Habeas Corpus

(done after drill instruction)

Enduring Understandings:

People who live in different locations may have different values, goals, and lifestyles.

Essential Questions:

How did specific events of the Civil War affect the state of Maryland?

How did the political actions of President Lincoln affect Maryland during the war?

MD State Standards:

Social Studies Grade 4 History:

5.O.C - Conflict between ideas and institutions

3. Analyze regional differences in the Civil War and its effects on people in Maryland

2. Explain why loyalties to the North and the South were divided in Maryland

Materials:

Summary of Pratt St. Riots

Role Cards

Activities:

1. First share summary of Pratt St Riots with the cadets. Discuss with the cadets any questions they might have.

2. Have cadets take roles, following role cards, "reenact" the riots.

3. Finally, discuss how because of the unrest in Maryland, freedoms were suspended for a period of time in order to make things more peaceful. (suspension of Habeas Corpus)

Assessment for Learning:

'Reenactment' of riots

Discussion

Benson Hammond House

Lesson 2: Battles of MD

Locations

Enduring Understandings:

People who live in different locations may have different values, goals, and lifestyles.

Essential Questions:

What role did geography play in Maryland's involvement the Civil War?

What impact did military leadership have on Maryland during the war?

MD State Standards:

Social Studies Grade 4 History:

5.0.C - Conflict between ideas and institutions

3. Analyze regional differences in the Civil War and its effects on people in Maryland
 2. Explain why loyalties to the North and the South were divided in Maryland

Materials:

Copies of MD map

Cards with names of battles

Activities:

1. Provide cadets with a map of Maryland.
2. Give them the cards with the names of 7 Maryland battles on each one.
3. Ask them to match the battle with the location on the map.
4. Go over answers and discuss why they took place in the western part of MD.

Assessment for Learning:

Accurately labeled MD map

Antietam

Enduring Understandings:

People who live in different locations may have different values, goals, and lifestyles.

Decisions in the past influence the present.

Essential Questions:

How did specific events of the Civil War affect the state of Maryland?

What impact did military leadership have on Maryland during the war?

MD State Standards:

Social Studies Grade 4 History:

5.0.C - Conflict between ideas and institutions

3. Analyze regional differences in the Civil War and its effects on people in Maryland

2. Explain why loyalties to the North and the South were divided in Maryland

Materials:

Copies of Stat sheet

Giant graph paper (2 sheets)

Chart markers

Activities:

1. Discuss with cadets the Battle of Antietam. Explain that it was a one day battle that caused the most injuries and deaths of all the battles in the whole war.

2. Give cadets a list of data: injuries, deaths, pows at Antietam

3. On giant graph paper and make a bar graph to show the number of injuries, deaths, and pows (one for both sides)

4. Talk about which side took more damage and which side they think won.

5. Explain that Antietam was considered a Union victory even though Union took more damage.

Assessment for Learning:

Discussion

Completed graphs

2nd Marylanders

Enduring Understandings:

Decisions in the past influence the present.

Actions in the present influence the future.

Essential Questions:

What impact did military leadership have on Maryland during the war?

MD State Standards:

Social Studies Grade 4 History:

5.0.C - Conflict between ideas and institutions

3. Analyze regional differences in the Civil War and its effects on people in Maryland
 2. Explain why loyalties to the North and the South were divided in Maryland

Materials:

Pokemon Card

Baseball Card

Info pages for several 2nd Marylanders

Photo of Abner Doubleday

Card template on card stock cut to size

Baseball equipment

Activities:

1. Begin with discussing pokemon cards and transfer that to baseball cards. Explain how they are all types of trading cards.
2. Explain that baseball was invented right before the war by a guy named Abner Doubleday. Mr. Doubleday served in the civil war on the Union side. Show photo. Many soldiers played baseball to pass the time while in camps.
3. Explain that they will make a trading card for a 2nd Marylander.
4. Provide cadets with the name of a 2nd Marylander and his information.
5. Give them the blank card template so they can create a trading card for the 2nd Marylander using the info provided.
6. Play ball!

Assessment for Learning:

Completed trading card

Pitzer's Woods
Lesson 3: Culp's Hill

Maryland Vs Maryland

Enduring Understandings:

People who live in different locations may have different values, goals, and lifestyles.

Essential Questions:

How did specific events of the Civil War affect the state of Maryland?

What impact did military leadership have on Maryland during the war?

MD State Standards:

Social Studies Grade 4 History:

5.0.C - Conflict between ideas and institutions

3. Analyze regional differences in the Civil War and its effects on people in Maryland
2. Explain why loyalties to the North and the South were divided in Maryland

Materials:

Print of Troiani's painting

Activities:

1. Begin by talking with cadets about the Battle of Gettysburg. Ask what they know. Ask what they know about Culp's Hill.
2. Explain that is the place where Maryland Union battled Maryland Confederates.
3. Show cadets the painting. Ask them: What do you notice? What do you wonder? Why would someone make a painting like this? What do you think about the battle on top of Culp's Hill based on what this picture shows?

Assessment for Learning:

Discussion

Gracie

Enduring Understandings:

Decisions in the past influence the present.

Actions in the present influence the future.

Essential Questions:

How did specific events of the Civil War affect the state of Maryland?

MD State Standards:

Social Studies Grade 4 History:

5.0.C - Conflict between ideas and institutions

3. Analyze regional differences in the Civil War and its effects on people in Maryland
 2. Explain why loyalties to the North and the South were divided in Maryland

Materials:

Troiani's painting

Leader's notes on Grace

Drawing paper

Lined paper

pencils/crayons

Activities:

1. Tell cadets about Grace the dog.

On July 3rd, 1863 the Maryland Confederate Infantry charged the Union lines at Culp's Hill with their dog named Grace. This horrific battle would see the Maryland Confederates suffer close to a 50% casualty rate. Colonel Wallace of the opposing 1st Maryland Eastern Shore Regiment U.S. said " *The 1st Maryland Confederate Regiment met us and were cut to pieces. We Sorrowfully gathered up many old friends and acquaintances and had them carefully and tenderly cared for.*" Sadly killed in the action was Grace the loyal mascot of the Maryland Confederates. Union General Thomas Kane had Grace buried properly " *as the only Christian minded being on either side.*"

2. Troiani included Grace in his painting as a way to remember her. Discuss with cadets - Why would Troiani feel compelled to include the dog? Why is it important to know about her?
3. Have cadets make a memorial in response to the prompt: How would you like to help other people remember Grace? Be creative and think of a great way to remember her. Draw your idea.

Assessment for Learning:

Cadet created memorial

Paint Rocks

Enduring Understandings:

Actions in the present influence the future.

Essential Questions:

How did specific events of the Civil War affect the state of Maryland?

How can your actions today affect people's understanding of history?

MD State Standards:

5.0 Content Standard: History

Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.

Students will preserve the past for the future.

Materials:

Washed & dry rocks

Paint

Brushes

Card stock printed with QR codes

tape/glue

Activities:

1. Provide cadets with paint and brushes.
2. Explain that they will be painting rocks to hide around the battlefield and in Gettysburg. They will design the rock to tell others about our cadet program.
3. Tape a QR code to their rock.
4. Hide rocks.

Assessment for Learning:

Completed rocks.